

**COPPICE VALLEY PRIMARY SCHOOL**

**RELATIONSHIPS & HEALTH EDUCATION POLICY**

**Document History**

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# **COPPICE VALLEY PRIMARY SCHOOL**

## **Introduction**

This policy is informed by the [DFE Relationship Education Guidance](#)

From September 2021, Relationships education is a mandatory part of the National Curriculum at KS1 and KS2. Relationships education includes learning about families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. Pupils must also know key facts about puberty and the changing adolescent body, emotional changes and menstrual wellbeing from ages 9-11 years.

## **The school's values underpin Relationships and Health Education (RHE) and PSHE**

Our school values, Brave, Kind & Curious, are in alignment with Relationships education. The school values mutual respect and understanding. We believe in the individual and equal worth of each member of our school community. The school encourages individual responsibility for actions. We stress a caring and sharing approach to all our work.

## **What is Relationships and Health education?**

Relationships and Health education is learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality, sex and sexual health. It should support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. Relationships education includes learning about puberty in the health element of the national curriculum. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing. Parents may not withdraw their children from this element of the curriculum. School uses [Jigsaw PSHE](#) scheme of work to deliver the content of the DfE Relationships & Health education for primary schools which ensures the learning is progressive and appropriate.

Sex education is not compulsory in primary schools but the content in the Governments new guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas. The DfE do recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. This is the approach we take at Coppice Valley using the Jigsaw PSHE programme. Parents have the right to withdraw their children from the sex education element of the curriculum. Before we teach the lessons you may withdraw your child from, you will always be informed.

## **Aims and Objectives**

- to help children develop lively enquiring minds and positive attitudes, giving them the ability to question and argue rationally, to make sensible choices, and where necessary to withstand mass pressures.
- to guide children towards self-confidence, a sense of responsibility and a sensitivity to others.
- to help children understand how they grow and develop and to prepare them for the physical and emotional changes leading to puberty, adolescence and adulthood.
- to encourage pupils to engage in moral and ethical considerations, and particularly to understand the value of family life/people who care for us
- to ensure that every child has access to the National Curriculum Science Attainment Target for 'Life Processes and Living Things' concerning human development, growth and reproduction.

## **Outcomes of High Quality Relationships and Health Education**

### Attitudes and Values

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life, people who care for us and stable relationships
- learning the value of respect, love, care and relationships that are healthy, equal and safe
- exploring, considering and understanding moral dilemmas
- challenge stereotypes and gendered expectations for both boys and girls
- developing critical thinking as part of decision making

### Personal and Social Skills

- learning to manage emotions and relationships
- developing self-respect and empathy for others
- equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships at the appropriate age.
- learning to make choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- learning how to recognise pressure and ways of dealing with it
- understand a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender and Questioning (LGBTQ) and able to challenge transphobic and homophobic language
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

### Knowledge and Understanding

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- the avoidance of unplanned pregnancy
- learn about the law and sexual consent

## **Equal Opportunities**

Governing bodies have a responsibility under the equalities legislation (Equalities Act 2010) to ensure that the school strives to do the best for all pupils regardless of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation and looked after children. This means that RHE must be sensitive to the different needs of individual pupils and ensure pupils are able to live in a modern 21st Century Britain.

## **Additional Needs Learners**

Pupils with additional needs e.g. SEND, EAL and vulnerable learners who may be at greater risk of not fully understanding whole class RHE lessons, will be given additional time, resources and support from adults to check their learning and reframe key messages as needs be.

## **Safeguarding Children**

“Keeping children safe in education” states that governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and /or for maintained schools through RSE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse. Our PSHE and RHE programme, Jigsaw, covers teaching pupils how to keep safe. We also use Project Evolve lesson materials and updates to ensure we teach our children about the most up-to-date safety issues.

## **Working with Parents and Right to Withdraw**

Parents have the right to withdraw from Sex Education lessons but not from Relationships and Health lessons. The school works in active partnership with families and keeps them informed of the provision. If a parent/carer has any concerns about the provision then time should be taken to address their concerns. Families can be invited to review the resources and can contact the Headteacher with any queries or concerns. Families could be signposted to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their children <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

Under section 241 of the Education Act 1993, parents have the right to withdraw their children from any or all parts of the sex education programme, with the exception of those elements which are required by National Curriculum Science Order. The procedure for withdrawing children and arrangements for children who are withdrawn are outlined later in this policy document.

## **The Governing Body**

The governing body has the responsibility to ensure a school has an up-to-date RHE policy that describes the content and organisation of RHE through the national curriculum science and other curriculum areas like PSHE. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life eg school nurse. The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities. The governing body has the responsibility through the statutory guidance ‘Keeping children safe in education’ (March 2015) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

## **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including teaching and learning. The Headteacher’s responsibilities in respect of RHE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the PSHE co-ordinator to ensure the effective delivery of the RHE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around RHE issues
- Act upon any concerns which may arise from pupil’s disclosure during RHE sessions
- Monitor staff training requirements in relation to effective teaching and learning of RHE
- Ensure parents/ carers are informed when their children will be taught sex education to support a partnership approach but also that they do have the right to withdraw their child from the sex education element that is not part of the National Curriculum Science programme

## **The PSHE Leader**

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including RHE. In respect of RHE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RHE schemes of work
- Working with parents to consult and take feedback on provision
- Ensure that all staff are confident in the skills to teach and discuss RHE issues as trained, confident and competent staff are essential to raise standards in RHE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around RHE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on RHE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for RHE
- Liaise with any service provision to support aspects of sexual health
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed when their children will be taught RHE to support a partnership approach but also that they do have the right to withdraw their child from any RHE that is not part of the National Curriculum Science programme

## **The Role of Teachers**

All teachers who teach National Curriculum Science are responsible for teaching the elements which deal with reproduction. The wider aspects of health and sex education are taught through the whole curriculum, but most specifically through Personal, Social and Health Education (PSHE).

At all stages, teachers must be aware of potential questions from any child on matters relating to the sex education programme and should take care to comply with the guidance given in this document. Specific lessons concerning male and female reproductive anatomy, physical and emotional development at puberty and the menstrual cycle are taught. Teachers have a vital role to play in the safeguarding of pupils, and should be aware of the potential for disclosure about RHE related matters such as Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Sexting, Forced Marriage (FM) and sexualised behaviours that may be indicative of abuse. All such matters should be dealt with in light of the Child Protection Policy and "Keeping Children Safe in Education".

## **Delivery of RSE and the Curriculum**

RHE is delivered through Science, PSHE lessons, e-safety sessions and discrete RHE lessons, as appropriate. All teachers are teachers of RHE in all KS1 and KS2 classes. The content of the RHE programme for all year groups in KS1 and KS2 can be found in the Jigsaw scheme of work we use. The school uses this resource as it has been well thought out, is age appropriate and addresses the needs of our pupils living in modern Britain. It complies with the RHE elements of the national curriculum. Effective provision is ensured for all learners (including SEND, ethnicity, faith, sexual orientation) by teachers planning carefully, in consultation with pupils and parents.

## **Monitoring and Evaluation**

The RHE programme and teaching of RHE is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every three years for the following purposes:

## **Safeguarding and Confidentiality**

RHE can be a sensitive issue. To protect privacy and engender respect for all, teachers are expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

Distancing techniques will be used throughout lessons and all teachers will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but a “*holding statement*” will be used for example, ‘That is a really interesting question and I need time to think because I want to give you a really good answer’ this then allows the teacher to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil’s family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty staff must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school’s senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School’s Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

## **Lesbian, Gay, Bisexual, Trans and Questioning (LGBTQ+) and work on families for primary schools**

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talks about families more broadly.

LGBTQ+ pupils (who make up approximately 10% of any school population) often report that their SRE is solely about heterosexual relationships, or that non heterosexual identities were addressed negatively.

Pupils should be provided with the opportunities to learn about different family structures. It is also important when teaching RHE not to just refer to the two genders of boys and girls but to take the time to explore the spectrum of gender identify for example include trans and gender neutral identities as well as challenging gender stereotypes. (Further information on trans identities can be found at <http://genderedintelligence.co.uk/>).

Sexual orientation is a protected characteristic in the 2010 Equalities Act, so the curriculum should cater for LGB, transgender and heterosexual pupils. This also means schools have to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Schools are required to eliminate discrimination, advance equality and foster good relations. Stonewall is the leading LGBTQ+ charity and they provide a range of supporting materials for primary and secondary on their website [www.stonewall.org.uk](http://www.stonewall.org.uk).

## **Attendance at RHE Lessons**

Parents will be informed of the dates and content of RHE lessons that go beyond the National Curriculum. They are entitled to request that their child be withdrawn from these specific lessons. Any child who is withdrawn will join another class during these times.

### **Confidentiality**

Whereas certain issues will always be treated discretely and children offered privacy whenever appropriate, it must be emphasised that total confidentiality cannot be guaranteed. Teachers will not give any promise to children that they will not disclose information to parents or other appropriate authorised persons.

### **Child Protection**

The school has a designated person for child protection – the Designated Safeguarding Lead. The school also has a child protection policy. Should a teacher be concerned about an incident of possible or actual sexual abuse, they should follow the guidance in the child protection policy and notify the designated person.

### **Review**

This policy will be reviewed with school governors at appropriate intervals in accordance with school development plans.

### **Supporting documents and list of resources for teaching and learning in SRE**

Jigsaw Curriculum PSHE scheme of work

Brook, PSHE Association and the Sex Education Forum.

[https://www.pshe-association.org.uk/news\\_detail.aspx?ID=1383](https://www.pshe-association.org.uk/news_detail.aspx?ID=1383)

Sex Education Forum has a range of resources and fact sheets to support SRE. It also provides a suggested scheme of work for primary and secondary schools. [www.sexeducationforum.org.uk/](http://www.sexeducationforum.org.uk/)

[http://www.sexeducationforum.org.uk/media/6607/sef\\_audit\\_toolkit\\_2008.pdf](http://www.sexeducationforum.org.uk/media/6607/sef_audit_toolkit_2008.pdf)

Stonewall provides information and resources to support Lesbian, Gay, Bisexual and Trans issues. [www.stonewall.org.uk](http://www.stonewall.org.uk)